

# New York School Journal.

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New York, November 13, 1880.

We have sent bills to all our subscribers whose subscriptions are due or about to expire. Please respond promptly.

### The Election.

The election is over and the Republicans have carried the day in electing their President. Mr. Garfield is an educational man, he is a college graduate, he has been a teacher, and hence we believe he will be a good President.

In this city Mr. Graco has been elected Mayor, by a small majority. We shall watch his administration to see that he lives up to his profession. Any man who occupies any office and goes back on the schools, thereby becomes his own worst enemy.

### Normal Training.

The need of normal schools in a system of education is imperative. There is a stage in which young men and women, who have no special aim in life may be allowed to enter the school-rooms and do the best they can. But that stage has long since been reached in the country. If the public go on and allow a miscellaneous class of persons to do the work that only trained teachers can perform, it must be from sheer ignorance. If they still do it, the press and the pulpit should sound the alarm. It will not do to trifle away the time of the children; they have rights that must be considered.

The State of New York needs at least fifty schools or normal institutions to be kept open for two months in each year, to give training in the art of keeping school. The county institutes are good as far as they go. But the teachers need practical drill in the actual work of teaching. Twelve thousand new recruits enter the school-rooms each year to waste the time of the children. This has gone on long enough. It is time it came to an end. Let the Legislature be asked to order the establishment of County Normal Institutes, in which the art of keeping school shall be practically taught.

To conduct these schools we shall need the ablest men in the state. Attached to each of these there must be a training school, or rather this training school must be the main thing. The School Commissioners should take up this matter in earnest this year.

### School Houses.

Who is to blame for the dismal school houses that abound. A description of one visited in Genesee County, will answer for nine tenths of those in the "Empire State." This was situated in the so-called "Garden of New York State." Riding out in a carriage we approached a small building—its "desolate" appearance declared it to be the school house. Not a tree near it; it stood on a line with the side of the highway, so as to make the highway serve for a playground.

"Let us look at your school house."

"Oh, taint much to brag of." An inspection though the windows showed three rows of five benches at each of which four could sit. There was no sign of a teacher's desk or chair. A small board 2x8 feet well scratched was evidently a "blackboard," though it was nearly as white as the outside of the building.

"Any apparatus?"

No.

"No dictionary?"

"I guess not."

There were no curtains, no blinds, no shutters, no woodshed, no cloak-room, no well, and only a single out building. There were no walks, no planks, or stones for muddy weather, and no playground.

The only cloak-room was an entry about 3x3 feet; but woe be to the poor unfortunate who hung his garments there; the passage of the youth at "double quick" on their way to the playgrounds, (highway), would sweep hats and caps indiscriminately along.

"I will tell you what you should do. Put down some plank walks; have a scraper and door mats, buy an acre for a playground, in this set out trees and have some flowers and shrubs; put up two cloak-rooms; one for the boys and one for the girls; put up a woodshed and get your fuel into it. Buy a dictionary; have a book case and buy some books for a library; rip out those old desks and put in some comfortable ones, put up curtains on the windows, get some outline maps, paper the walls, put up pictures."

"Hold, hold, why if I should propose this, I would be considered crazy—Yes Sir, Crazy!"

"The school house should be the center of the light and culture of the district. This building is unworthy of the civilization of the Nineteenth Century. It would answer well enough for Mexico, or the Sandwich Islands."

### Prominent Teachers.

Who are the prominent teachers? That is a question that deserves an answer. Is it Prof. —, who twenty years ago was a teacher in a district school, then principal of a graded school and finally by wirepulling became the head of "— Institute?" Let us look at his course. When he was a district school teacher and when he was principal, he was ready to attend gatherings of teachers, and he lifted up his voice in lectures quite frequently, and he was a delegate and he was an officer. But when he began to get higher he slackened off his efforts. He has not attended an educational gathering since he got on his present pedestal.

His view of the case is about as follows, "I was a poor pedagogue on c per month, but I meant to go

up higher. I worked hard to get the principality of — school. I 'saw' the minister and the judge, and I got the place, but it only paid me \$1,500. That was not enough, for I heard of others who got \$2,500. So I attended educational meetings and got my name up. I even took an educational journal, but I never read it, for it was all about education. I did not care a snap about education. It was the glory and especially the money that I was after. By hard pulling of the wires I was nominated to "— Institute." Here I got more than \$3,000. I hear of old comrades toiling away at \$1,200 and \$1,500, but I am ahead of them all. I don't go to any educational meetings any more. Why should I? I am at the top. Nor do I take educational journals. Why should I? I am at the top."

[There are many prominent teachers of this sort. They will "holler" as long as there is any money in it for them.]

### Mrs. Lydia Maria Child.

This well-known authoress, died, recently, at Wayland, Mass., in the seventy-eighth year of her age. Mrs. Child was born in Medford, Mass. February 11th, 1802, her maiden name being Francis. She was very well educated, and for a time taught school. In 1828 she married David Lee Child, a Boston lawyer, and subsequently, with her husband, became editor of *The National Anti-Slavery Standard*, in New York. While here she was a member of the family of the Quaker philanthropist, Isaac T. Hopper. She began writing for the press and for publication as early as 1821 and her name became a household word with the parents and grand-parents of the present generation. Among her numerous works, "The Frugal Housewife," and her anti-slavery productions are the best remembered. Her "Appeal for that Class of American called Africans," published in 1833, was the first anti-slavery work ever printed in book form in this country. This remarkable work attracted great attention. Miss Martineau, in her "Martyr Age of America," describes Mrs. Child as a "lady of whom society was exceedingly proud before she published her 'Appeal,' and to whom society has been extremely contemptuous ever since." Dr. Channing attributed a part of his own interest in the slavery question to the reading of Mrs. Child's book. On its appearance, he walked from Boston to Roxbury, to thank Mrs. Child for her volume. Nothing daunted by social ostracism, Mrs. Child continued her anti-slavery labors until the peculiar institution was finally swept from the land. During her late years Mrs. Child resided with her husband at Wayland, in Worcester County, Mass., where she died. She leaves a very honorable name, not only as an agreeable and earnest writer, but as the benefactress of the poor and the helper of the wretched.

TRANSFUSION OF BLOOD.—Mrs. B., aged twenty-two years, had repeated and profuse hemorrhages from Nov. 7 to Nov. 11. On the 10th the bleeding was continuous. Drs. Reynolds and Comstock, who were first called in, succeeded in controlling the hemorrhage, but not before the patient had reached the stage of collapse. They remained with her all night, endeavoring, with the ordinary means of stimulation, to rouse her, but without avail. She continued to sink in spite of everything. On the morning of the 11th the patient was completely pulseless and partially unconscious. The extremities were cold and clammy, and it was evident that unless some fresh blood were infused she would speedily die. About eight ounces were procured from the subject volunteering, and transferred. The result was very marked. The patient immediately improved and rapidly recovered.

The editor of the *Educational Weekly* lately had something to say concerning his exchanges, and thus refers to the publications of Kellogg & Co., "A. M. Kellogg, editor of the NEW YORK SCHOOL JOURNAL, is a hero. His was the first weekly, and his success inspired the rest of us to labor and to wait. We keep our eye on him yet, and are encouraged by the increasing prosperity of his paper. His JOURNAL has a 'twin offspring'—the SCHOLAR'S COMPANION and the TEACHER'S INSTITUTE. The SCHOOL JOURNAL contains twelve pages; price two dollars per year. If you want to get plain 'horse sense' on living educational questions, subscribe for Kellogg's journal. It contains many of the very best articles on practical school topics."



## THE SCHOOL-ROOM.

For the NEW YORK SCHOOL JOURNAL.

## Reading.

## EMPHASIS.

The reading lesson should be studied over by the pupil with pencil in hand. The emphatic word should be underscored lightly. When the class comes up, the pupils should give the words to be emphasized, and the reason, and then the teacher should agree, or disagree and give his reason for disagreeing. Having settled on that sentence, attack the next and so on until the paragraph is finished, then take up the reading.

The pupils must learn there are at least nine ways to emphasize a word, and that method must be used, that will most appropriately express the meaning.

1. Increase loudness. 2. Diminished loudness. 3. Prolong the sound. 4. Give falling inflection. 5. Pronounce faster. 6. Pronounce slower. 7. Change the pitch. 8. Make a pause. 9. By gesture.

## EXAMPLES.

In giving examples let the pupil decide which of the nine modes to use and let him read it. Then let others of the class try it by their mode and finally let the teacher give his decision and exemplify it.

"Your character cannot be *essentially* injured except by your *own* acts." (Use mode 1 and 3.)

"If I were an American as I am an Englishman, while a foreign troop remained in my country, I never would lay down my arms; *never, never, NEVER.*" (Mode 1 and mode 7—the last *never*, very low.)

"And the *long* line come gleaming on." (Use mode 3.)

"And then, no relief coming, his heart broken with grief he—*died.*" (Use mode 8.)

"His feet penetrated far into the dense forests; the birds conscious that he was wandering *called* and *called* to him from the tree tops—but it was in vain." (Use mode 7.)

"Now is the time do not delay

To-morrow never may be thine." (Use mode 4.)

It is usual for teachers to direct their pupils to put the right hand by the side. But it is better to have the right hand up and ready for gesture. Let the pupil get out the meaning by emphasis by gesture,—get out the meaning.

"For the soul is *dead* that slumbers."

(Here let the hand gesture forcibly at the word "*dead*"—mode 9.)

For the NEW YORK SCHOOL JOURNAL.

## Addition.

## FIRST STEP.

In commencing the lessons in written addition, the examples should be simple and short at first, and so arranged that there will be nothing "to carry."

24 boys.	15 cents.	36 pens.	215 dollars.
5 "	13 "	23 "	163 "
29 boys.	28 cents.	59 pens.	378 dollars.
623 books.	180 pupils.	188 days.	409 men.
145 "	217 "	216 "	260 "

Each pupil should write an example on the blackboard. The figures should be neatly made, the line drawn short and straight. When finished the pupil should have a neat pointer, and standing so he can see the class say: "I am required to add 24 boys and 5 boys. I put down the number 24, and under that I put the number five, so the units are under units. I begin at the right hand. Five boys and 4 boys are 9 boys. 'No' tens and 2 tens are 2 tens. So the sum is 29 boys."

In a similar way the other examples are to be taken up one at a time, so that each pupil will have a chance to explain an example. The position of the pupil is very important. The teacher should give close attention when an explanation is made.

## SECOND STEP.

When the pupils can write and add readily the small examples similar to those given above, they may be taught to add and "carry tens."

28 boys.	67 men.	309 men.
14 "	26 "	465 "
42 boys.	93 men.	
824	586	475
168	234	268

The explanation of those examples will be like the other, except there will be something "to carry." "8 and 4 are 12; this is equal to one ten and 2 units; the 2 units are placed under units and the ten is carried to the tens; the sum of the tens is 3. So the sum of 28 boys and 14 boys is 42 boys."

Thus proceed, increasing the difficulties gradually, until the pupils can readily add large numbers of four or five lines. There should be given, also, much practice in adding examples with one, two or three columns, with eight or ten figures in each column. Avoid the habit of giving large and long examples "for addition, which tend to exhaust the patience of the pupils, and to discourage them by many and great difficulties at the same time, during the early lessons in this subject. Much practice should be given in adding numbers composed of hundreds, until the pupil is able to add accurately and readily long columns, before the examples are extended to numbers which comprise thousands and millions.

Large and long examples may occasionally be given, when the pupils have become familiar with smaller numbers, as test examples, to encourage them in performing difficult tasks.

## Oral Lessons.

## ON ANIMALS.

Collections of objects for use in the class-room are indispensable. They need cost nothing except a little effort in procuring and care in preserving them. A properly managed class will gladly assist to supply them. The harder parts of small animals, such as the feet, bills, wings, and feathers of birds; teeth, shells, bones, skins, fur, eggs, large insects, pieces of coral, are readily procurable. The occasional loan for a few hours of some small and familiar pet animal can be made to awaken an interest and to fix indelibly facts that are important.

1. Zoology being a science of *classification*, it is indispensably requisite to teach the distinctions upon which the classification depends.

2. Only the *simplest outline* need be taught, with such facts and details as seem most naturally appropriate to illustrate the subject.

3. The process of classification being naturally *objective*, that animals being classified by their obvious peculiarities, the pupil should be led, by an exercise of the observing faculties, to discover the peculiarities himself.

4. Well known typical animals should be taken as the *objective basis* of the classification; such as *man, monkey, bat, cat, rat, horse, deer, cow, and whale;—eagle, parrot, canary, rooster, ostrich, snipe, and duck;—turtle, alligator, rattlesnake, and frog;—perch, cod, shark, &c.;—bee, butterfly, beetle, &c.;—spider and crab;—squid, mail, and oyster;—starfish, jellyfish, and corals.*

5. The simplest names should be used, where possible, in preference to the more scientific, or, at least, as preparatory thereto; thus, it is better to use the term *four-handed* than *quadrumana*; *gnawers* than *rodentia*; *scratchers* than *rasores*; *two-winged* than *diptera*; &c. A few scientific terms, such as *mollusk* and *bivalve*, are in such common use that they may be readily explained and applied.

6. *Associated facts not strictly scientific*—such as the uses of animals, anecdotes concerning them, their peculiarities and habits which the pupils have themselves observed—will form an indispensable part of these exercises.

7. The pupils should be encouraged to acquire as many facts as possible by their own observation and reflection. For this purpose the collection of animals in any menagerie may be employed to subserve an important educational purposes, and the pupils of the schools should be incited to the study of their habits and peculiarities.

8. The exercises should be *conversational*, the reviews frequent; the instruction should embrace exercises in classifying well-known animals from a miscellaneous list, giving the reasons in each case. Too much ground should not be attempted at first.

9. Some system of *diagrams*, roughly sketched in chalk, will be found of great service in assisting the pupils to remember the classification. The best and simplest is, probably, that used in the ordinary "genealogical tree." The diagram should be gradually developed as the lessons proceed, and not the whole of it given in the preliminary stages.

10. No teacher can give such classified "outline" without having first, by careful study, acquired it. This can be readily accomplished from any of the school manuals on the rudiments of Natural History.

11. It is not expected that the classification should extend to *species* and *variety*, sometimes not even to *genera*. It is desirable that pupils should have some definite ideas as to the relations of the following terms used in zoology: *kingdom, branch or type, class, order, family, genus, species, variety, individual*. These can be best exhibited by a diagram, but should in no case be presented by formal definition. All but the last four should be mentioned in describing any given animal.

12. The exercises should include a portion, at least, of the topics suggested in the following synopsis, which is here presented for the guidance of the teacher. The synopsis comprehends the successive outlines, each complete in itself or with that preceding it.—*Teachers' Manual N. Y. City.*

For the NEW YORK SCHOOL JOURNAL.

## The Black-Board.

Every school should have a black-board—and not only one but several of them. They are not expensive and last for ever, and can be used daily. Any carpenter can make one. The material should be white wood, but may be pine. Take two pieces of seven-eighths or one-half inch in thickness, and glue together. Make a frame one inch thick, with a groove in it, so that the board may be free to move. If nailed in, it will split or shrink. If two boards are tongued and grooved together, and a piece nailed on at the end, the groove will soon show. The boards must be jointed and glued.

The board can be painted, but it does not make a good surface. Buy *slating*, and put on according to directions, and you will have a good board. Cover both sides, and have the board on rings or staples, and it may be turned around.

Another way is to paste stout manila paper on the wall (having made it smooth first), and then slate the paper, this makes an excellent board. In either case a trough is necessary to put the crayons and to catch the dust.

Rubbers and pointers are needed. Some teachers tolerate sticks of all sizes; this shows laziness. A boy with a saw will cut out six from a clapboard, and a plane soon brings them into the proper shape. They should bore holes in the handle, for rings, or pieces of leather so they may be hung up. Never allow them to lie in the chalk trough, for nothing is more disagreeable to handle than a pointer covered with chalk. Require a pupil to hang up a pointer as soon as it is used.

Rubbers can be made, but not so good as can be bought. We send a durable, handsome one for 15 cents; a dozen of these will fit out a school-room. The rubber should be hung up also. Never tolerate the use of rags as rubbers. Rouse up all of you who have slovenly looking rubbers. Take up a collection, and buy a dozen of good rubbers and enjoy life. Any teacher who allows the use of the unclean and dusty rag for a rubber, is teaching a bad lesson. Away with them!

As for crayons, a box containing a gross may be bought for 25 cents. They will last a long time. Some teachers have a crayon pocket, and pin it to the right side, and the pupils do the same, so that each one supplies his own crayons. This is a good plan. It is a trying and unnecessary thing to see a pupil hunting around for a piece of crayon. Have these distributed beforehand.

The black-board must never be disfigured with rude diagrams and pictures. No true teacher will allow this. When they are seen on a black-board there is "a screw loose." Let the lines be neat and exact. Especially in addition and subtraction (for example), have the lines short, straight and horizontal. It is no uncommon thing to see rude and rough scrawls put on the black-board. Do not tolerate this sort of a thing. Be exacting, and bye-and-bye the pupils will respect the black-board and the things that are drawn on it.

For the NEW YORK SCHOOL JOURNAL.

## Language Lessons—Composition.

## THE PRIMARY CLASS.

It is not well to call for a composition from the little children, for they may not know what you mean, or they may have heard the term used by older pupils, and have imbibed a prejudice. The plan suggested by Miss Stickney is excellent. It is to use pictures. Put a picture before the pupils, say of a cat lying in a chair, and tell them to write a story about it. "Let us write a pretty story about the pussy. I will write, too."

The teacher writes, and lays the slate aside, and attends



to other duties. In the course of fifteen or twenty minutes she calls her pupils about her, saying, "I am curious to know what you have written about the pussy. Shall I read mine first or last? I will read it after you have read. Let me take your slate, Henry. You know I taught you how to use a period and a capital; I shall expect to find all have used them correctly."

Here I will give some real compositions on a cat:—

Cats can catch rats and mice. This cat looks kind. We do not let our cat lie in the chairs, for she covers them with hair. We have two cats in our house.

Cats are queer animals. We have a cat at home. We call him Tummas. He can eat milk and meat. Sometimes he gets a bird. He does not catch any mice.

Cats like mice and rats. They are very quick to move. My cat can jump over a stick, and she will play with a ball.

The teacher must not aim at any thing wonderful, or expect any genius. What he wants is to teach a child to use written language with somewhat of the ease he uses spoken language. There are mechanical difficulties—the use of the pen, and the arbitrary form of the sentences, etc. All of these must be overcome by practice; nothing but practice will overcome them.

The term composition is used but is a bad one. It is a lesson in using written language, and may as well be called a writing lesson—not a penmanship lesson. When the pupil can write with enough ease, let her own a blank-book, and copy the writings into it with taste. These lessons should be given day by day; not once per month. The pupil must learn to use the written characters, so that he can employ this without an extra effort of mind; the way he is to form his letters, the use of capitals and periods must be lost sight of when he composes; he must give his whole time to his thoughts.

The teacher will do well to copy his own writing on the black-board, and point out the use of capitals and periods. Be sure to encourage and commend all efforts.

For the NEW YORK SCHOOL JOURNAL.

### Penmanship.

#### THE PRIMARY CLASS.

The teacher should give exact instruction in respect to the form of the letters. Analysis is the key to good writing. The small letters are made mostly from four elements—the straight line, the left curve, the right curve and the oval.

(1) Number these 1, 2, 3, 4, respectively. With pen in hand let the pupil make No. 1. The teacher, standing at the blackboard and giving a sample.

"When I say one, make the down stroke, I will count off one, one, one, etc. John is not keeping up with the rest, a little faster, John. Now, all again, one, one, etc. Some are bearing on too hard; we should not hear the pen scratch on the paper; it should make no noise. Point pen over the shoulder. Make an even line. I will count again, one, one, etc."

This is a sample of the "running talk" by the teacher. Meanwhile she keeps her eye on the class and tries to cure the faults she sees in positions, etc. Then she may go from one to another to see the style of work. We are supposing the pupils to be using trial or exercise paper; and exactness is not what we are after—we want to cultivate the eye. The "running talk" will give the pupil the ideas of the forms of the letters, relative heights, etc. The position of the pupil can be seen too, and all these things need daily attention.

(2) No. 2 is the left curve. Let this be made in the same way as the straight line. Standing at the board, the teacher will give a sample and say:

"This is the left curve. You see it curves to the left side; it is of the same height as No. 2. Let us make some. I will count one, one, one, etc. Mary will please sit up straighter. One, one, one, etc. (Do not go too fast; watch the general rate of speed and keep up with that.) Do not curve out too much; see, I have made one so. This is wrong (gives a sample), it curves out too much. Henry does not point his pen over his shoulder."

The teacher may pass round to inspect the work, and while doing so may comment in tones sufficient to be heard by all the class, "Here is a lot of good No. 2's, nearly every one is correct. Here is another. I did not know Belle could write these so well. Here is a page that shows the writer leans on too heavily; bear on lightly. I will count again one, one."

3. "This will do for No. 2. Now, I will give you the right curve. Here it is. I will count one, one, etc."

4. "Let us try some of the ovals. See they are twice as high as wide. Take great pains. I will count one, one, etc."

When the teacher has found a pupil who can make them well, let that one be appointed a monitor to visit the others and give suggestions. It will encourage the others to try.

#### THE PRINCIPLES.

There are six principles used in making letters—They may be called the *u* principle, the *s* principle, the *o* principle, the *l* principle and the *g* principle. In a way similar to the practice on the elements, practice on the principles show that principle 1 is composed of two elements, etc."

It is a good plan to have a chart with the elements and principles on it. If you cannot buy one, you can make one. Get a piece of large yellow wrapping paper and draw the elements about 2½ or three inches in height and then paint over with a camel's hair pencil dipped in ink. The advantage is that a rapid review can be made of these elements each day. Five minutes or ten minutes spent in practice on the forms of the elements will help the pupils when they come to their copy books.

For the NEW YORK SCHOOL JOURNAL.

### In My School.

#### INTERRUPTIONS.

When the hour of nine has arrived, I begin school; if any are at the door they wait until the singing is done. Then a monitor opens the door and all who are in the entry pass to the front seats. Next follows the reading of the Bible, ten or twelve verses in concert. Then we recite the Lord's Prayer. Then the monitor opens the door, and if any are waiting they come in, and then we proceed to sing the last hymn.

I used to be much disturbed by this coming in, but I find it is best to have them inside than to have them outside. When I insisted that they should stay out there was often trouble in the entry. The hymn being over all the late comers are duly marked and go to their seats.

Instantly, after this, I have the first duty in the program attended to. This is reading. It is well understood to come first and so the bell calls that class to their feet. There will be some one without a book, but he must rise all the same; he must not keep the rest waiting. This pupil is allowed to look on with another, but he is punished by a *demerit of non-preparation*; these are summed up at the end of the day, and taken from his standing or a penalty is fixed; in some way a pressure is exerted on the pupil.

It is not unusual that a pupil will come when the recitation is half over. I do not allow him to enter the class, but require him to follow the exercises at his seat. This coming in late then loses him his lesson. I mark the loss in minutes, and require this lesson to be attended to after school.

When hearing a recitation no pupil is allowed to leave his seat for any purpose. The shuffling of feet and dropping of books is attended to by a monitor who marks every one; this is classed under "Disorder." After the recitation is over there is a short intermission—two minutes generally. During this time all needing anything whatever get it; there may be whispering, but it is slight. I have singing. On the black-board the page is written, and the tune is started by me and all join in. This putting on the number of the page saves labor, for no word is spoken as to where the song is to be found. I start right off.

#### "Awake at Early Morn."

The sound of the bell calls out a class, and the recitation goes on. As there may be something to be attended to I have a monitor who knows the routine and he begins with the class if I am absent; there is no waiting. At the end of this recitation I speak to the school if it is needed, telling them something I read in my paper. This is short and always interesting. There are two classes more than are laid down in the program—one in Philosophy and one in English Literature. Each of these meet around a table in one corner of the room. I meet with them as often as possible, though not every day. They study and debate together. It would not be done except these classes were not small.

WHERE GOLD GOES TO—Dr. Farrar says that no less than half a ton of pure gold, worth half a million dollars, is annually packed into people's teeth in the United States, and that at this rate all the gold in circulation will be buried in the earth in three hundred years.

### The Studies and the Time.

In most schools there will be several classes. Let us suppose there are four. If there are more then reduce the others or hear them before or after school. (For many years a teacher now at the head of a normal school, began his classes at 8 o'clock.) These four will study Language, Numbers, Physics, Art, Morals and Manners.

The Sixth Grade (that is those six years of age,) will have five recitations—each of 10 minutes; and so of the rest. In a tabular form will stand thus:

GRADE.	STUDIES.	HOW LONG.	IN ALL.
6, 7, 8.	5.	10m.	50m.
8, 9, 10.	4.	15.	60.
10, 11, 12.	4.	20.	80.
12, 13, 14.	4.	25.	100.

### Golden Thoughts.

[One to be written on the black-board each day.]

The old clothes that we wear no longer, may give comfort and confidence to a man in naked destitution. The truths that are so familiar to us that we never think about them, may raise the utterly ignorant to a sense of their human brotherhood.—HAMERTON.

The essence of true nobility is neglect of self. Let the thought of self pass in, and the beauty of great action is gone, like the bloom from a soiled flower.—FROUDE.

Good sense and good nature are never separated, though the ignorant world has thought otherwise. Good nature, by which I mean beneficence and candor, is the product of right reason.—DRYDEN.

It is right to be contented with what we have, but never with what we are.—SIR JAMES MACKINTOSH.

He knows enough who knows how to be silent.—Italian Proverb.

The first ingredient in conversation is truth; the next, good sense; the third, good humor; and the fourth, wit.—SIR W. TEMPLE.

Nothing is ever done beautifully which is done in rivalry, nor nobly, which is done in pride.—RUSKIN.

For the NEW YORK SCHOOL JOURNAL.

### The Serious Society.

Characters: Mr. Brown.

Mrs. Tibbs.

Miss Julia Green, a sister.

Charles Wallstone, a nephew.

Mr. Wakeup.

All seated at a table, except Charles, who is at a side table. (Papers and books scattered about.)

Brown—It is our manifest duty to battle against the hilarity of the world. If for no other reason, because it wastes so much valuable time. I have calculated that more than 3,000 barrels of flour could be raised while the men and women and children of this world are laughing.

Mrs. Tibbs—Oh! oh! (groans.)

Miss Green—Oh!

Mrs. Tibbs—Do you hear that nephew, Charles? Hear Do you hear that, sister Green? But pray go on dear Mr. Brown.

Brown—Oh (groans) I was once as wicked as the rest. I sought out gibes and jests; you would scarcely believe it, but I once learned a silly conundrum, (Charles looks interested.) It was this—I will tell it to show how low down I had got—Why does a dog wag his tail? (Groans and all groan.) Now, that is indeed silly, for of what concern is it to us, who are at any moment liable to die, whether the dog wags his tail or head, or indeed whether there is any wagging at all.

Mrs. Tibbs and Miss Green—Oh, (groan) of course not.

Brown—Oh, surely, surely. But I was silly enough to give as a reason that it was, because the dog's body was heavier than his tail—that were it not so, the tail would wag the dog. (Groans and all groan.)

Charles—Ha! ha! ha! That was a jolly conundrum! Give us another!

Brown—Charles!

Mrs. Tibbs—Charles!

Miss Green—CHARLES!!

Mrs. Tibbs—Let us start a society to reform the world from laughing. We will call it "The Serious Society," and dear Mr. Brown shall be the president. A tract should be prepared and printed, and put in the hands of every one that smiles.

Brown—I have one; let me read: "A great portion of



the people of the globe waste the most precious portion of their time in laughing, snickering, and what is called jollification. The waste of human time is positively enormous. Congress must be petitioned to put a stop to all levity whatsoever; all cecination, and whatever leads there-to must be forbidden, especially all conundrums, and so-called flashes of wit. Humor, as the name shows, is an abominable thing. Oh!

Mrs. Tibbs—Oh!

Miss Green—Oh!

(Enter John Flyaway and others.)

John—Come, Charley, let us have a game of ball.

Mrs. Tibbs—Stop!

Miss Green—Stop!!

Brown—Stop!!!

(Boys look aghast.)

Mrs. Tibbs—Oh! Mr. Brown, do explain to these misguided youths the dreadful consequence of these unseemly games.

Brown—My dear young friends, there is nothing so likely to lead you from soberness and seriousness as playing of any kind, but especially the playing with a ball—a round useless thing that rolls hither and thither, and you knocking it with a stick backwards and forwards.

Mr. Tibbs—Oh! Hear him, sister Green.

Miss Green—Oh! Hear him, sister Tibbs.

(Enter Mr. Wakeup.)

Wakeup—Hallo! Brown, what makes you look so down in the mouth. You need rousing up. Come, look jolly now. Let me ask you a question. How many o's do you put in the word door? Come now.

Mrs. Tibbs—Two, oh!

Miss Green—Two, oh!

Mr. Brown—Two, oh!

Wakeup—But suppose I put in three, of what bird would that remind you? Come now.

Charles—Ha! ha! May I tell, Mr. Wakeup? It's the sparrow.

Wakeup—Good for you, little boy. Certainly it is the spare-oh. (Claps Brown on the back, and causes his hat to come over his eyes, at which all burst out laughing.)

Brown—Oh. (Groans.)

All—Ha! ha! Mr. Brown, you look so funny.

Miss Green—Just see him, sister Tibbs.

Mrs. Tibbs—Just see him, sister Green.

(Brown lifts his head and smiles.)

Brown—But what put such a conundrum as that in your head?

Wakeup—You had so many oh's here all of you, that it reminded me of a flock of sparrows—spare-ohs. Do you see?

Charles—Mr. Wakeup, is it true that General Washington never laughed. Mr. Brown says so.

Wakeup—Washington was one of the most cheerful men in the world. When every one else was sad he was cheerful; he had smiles for children, and took off his hat to negroes. Instead of oh's let us have ha's.

All—Ha! ha! ha!

Wakeup—Again, ha! ha!

All—Ha! ha!

Wakeup—He! he!

All—He! he!

Wakeup—Ho! ho!

All—Ho! ho!

Wakeup—Hi! hi!

All—Hi! hi!

Wakeup—Now, Mr. Brown, what were you about when I came in?

Brown—Well—well—we thought of forming a serious society—to stop laughing, you know.

Wakeup—I move this "Serious Society" be adjourned. All in favor will say ha! ha!

All—Ha! ha! ha!

**THE HABIT OF SELF-CONTROL.**—If there is one habit which, above all others, is deserving of cultivation, it is that of self control. The habit of self control is but the accumulation of continued acts of self denial for a worthy object; it is but the repeated authority of the reason over the impulses, of the judgment over the inclinations, of the sense of duty over the desires. He who has acquired this habit, who can govern himself intelligently, without painful effort and without fear of revolt from his appetites and passions, has within the source of all real power and of all true happiness. The force and energy which he has put forth day by day and hour by hour, is not exhausted, nor even diminished; on the contrary, it has increased by use, and has become stronger and keener by exercise, and, although it has already completed its work in the past, it is still his well-trying, true and powerful weapon for future conflicts in higher regions.

## EDUCATIONAL NOTES.

### NEW YORK CITY.

G. S. 47.—Perhaps no one of the public schools of this city has attained a greater celebrity than the "Twelfth Street School." Its fame has gone all over the Union. The reputation of earnestness and thoroughness was established by Miss Wadleigh, now lady superintendent at the Normal College. On her retirement Mrs. Cowles succeeded as principal, and being fully imbued with the same spirit, the school still maintains its admirable character unimpaired. We do not now refer to the fact that its graduates succeed so well in obtaining admission to the Normal College. That is indeed honorable, but it is still more so to make its pupils good, square thinkers; accurate, and discriminate; industrial in tendency; artistic in taste; courteous in manners; pure in thought; active by habit and earnest to do good. Mrs. Cowles spurs no pains to do the best for her pupils. The public confidence is shown by the fact that the pupils come a great distance—even past a dozen schools as good or even better in appearance. The number in attendance is about 650. Above the desk is a portrait of an elderly pleasant faced man—and below is the name, "James H. Oliver, Trustee of the 15th ward for 27 years." This tells a story in a few words. Mrs. Cowles as might be expected is an educator—believes in school journals, the need of the teacher possessing professional books and attending lectures on the science and art of teaching. She will heartily second what is imperatively needed, a course of lectures, whose object is the enlightenment of the teachers.

The Primary Department is directed by Miss Kate Requa. A class was studying penmanship when we entered. The teacher, a sprightly young lady was counting off the movements and directing them in a very intelligent manner. No one can learn to write well who does not analyze the parts of a word. The writing was very creditably done for such little children, considerable freedom being attained. It is a well known fact that the placing of pens in the hands of the children, (long and foolishly delayed), has increased the excellence of the writing. Little children six and seven years of age, now write with a pen and very neatly too. The walls of the room are covered with fine steel engravings, costing in the aggregate about \$800. Those in the rear of the desk are fine as can be found in any gallery. It need only be said that the primary department of No. 47, has been the foundation on which its glorious past and present has been erected. Its Principal, like the principal of the Grammar Department educates, believes in educational journals, educational ideas, and progress.

### ELSEWHERE.

GROUND has been broken for an observatory at the Mount Holyoke (Mass.) Seminary.

THE Colored Normal Institute in New Orleans receives more private subscriptions toward its support than does the Normal School for whites. These subscriptions are made principally by colored people and white merchants of early Northern training.

ENGLAND.—Industrial education is making progress abroad. Eton College has lately added a school of practical mechanics and the young noblemen now engage in hand labor besides cricket.

"Upon entering the iron lathe room, a steam engine of probably five horse power, made from end to end by Etonians, is the first object that meets the eye; and in the other rooms, all the wooden fittings to lockers and other adjuncts of a workman's laboratory, are the manufacture of Young Eton; admirable work it is, too, conscientiously done, and excellent in its finish. The smithy, with its rows of bright fires, all waiting for the young blacksmiths, is a piece of delightful realism when met with in such surroundings."

PENN.—The educational affairs of Westmoreland County are encouraging. There are now 380 schools in the county. Supt. Spiegel, a truly "live" man, visits all these himself. He has introduced a course of study in the ungraded schools. He praises the teachers for the earnestness they manifest. What has placed Westmoreland County among the foremost in the State is the interest the teachers, directors, and patrons show in education. Local teachers' institutes exist in very many of the townships. One other thing we must mention. Supt. Spiegel was brave enough to determine from the first that none but competent, professionally inclined, and heart-in-the-work teachers should be licensed to teach. The surplus of teachers this year is

less than at any previous year. For the 380 schools there were granted 441 provisional certificates. In some former years the surplus reached as high as 200. The teachers of the county have been greatly encouraged by the progressive spirit of the directors. Many townships have increased the teachers wages as well as lengthened the school term. The County Institute last year was the largest ever held in the county. This year the whole body (380) of teachers is expected to be present. The following are among the instructors and lecturers engaged: Prof. E. V. De Graff, Paterson, New Jersey, Mr. Wallace Bruce, Poughkeepsie, N. Y., Dr. Talmage, Brooklyn, N. Y., and Mr. R. J. Burdette, Burlington Hawkey. Hon. Henry Houck and Dr. Brooks are also expected. The meeting will commence December 27th.

BINGHAMPTON.—Supt. Farnham made a short visit to Binghampton Nov. 1, and the teachers, members of the Board of Education and a number of other friends took the occasion to give him and Mrs. Farnham a surprise. While Mr. and Mrs. Farnham were calling upon a neighbor some went in and lighted up the house. After a social reunion President Carl, in behalf of the teachers and ex-teachers, presented a purse, with the following remarks:

Prof. Farnham: The teachers and ex-teachers here assembled, assistants and associates in your very successful educational work in this city, desire me to express to you their heartfelt sorrow and disappointment at the loss they sustain by your departure for the far West, where you have accepted a call to assume the superintendency of the public schools at Council Bluffs, in the State of Iowa. These friends, while regretting your decision, fully appreciate and recognize the honor and distinction that has been thus conferred upon you. To many of them this is indeed a sad and regretful parting, and one that will long be remembered, especially so by those who have for years enjoyed the benefit of your mature judgment, your scholarly attainments and your fatherly advice, by which their school work has been greatly enhanced, and their labors rewarded with most satisfactory results. In behalf of these teachers, I have the pleasure of presenting you and your estimable wife this purse (instead of some article that might prove cumbersome in your travels,) which please accept, not for its mere intrinsic value but as a token of the esteem, the good will and kindly wishes entertained for you by the teachers and ex-teachers who have labored with you and have received so many acts of kindness at your hands, during the years that you and they have been associated in the schools. Dear friends, in bidding you an affectionate farewell, be assured that you carry to your new home in the West earnest prayers from loving hearts for your future success and happiness.

Mr. Farnham replied, "It was impossible to find adequate expression for the feelings awakened by the unexpected visit, and the kind and generous manifestation of regard it conveyed from friends and collaborators. The severing of so many tender ties, strengthened by years of the most pleasant associations, was attended with the keenest pain, but duty seemed to call to other fields of labor. The feeling that they were sustained by the best wishes and kind regards of so many faithful and true friends would be a constant source of pleasure and strength in future labors."

For the accomplishment of the work in the schools of Binghampton these true and faithful teachers were mainly responsible. The prosperity of the schools of the city of Binghampton will ever be the ardent desire of our hearts. We thank you most heartily and sincerely, friends, for this renewed expression of your regard."

### Pestalozzi.

This eminent educator was buried in the cemetery of Birr, in Argovie, Switzerland, and on his tomb is the following epitaph:—

Here rests Henry Pestalozzi;  
Born at Zurich, the 12th of Jan., 1746,  
Died at Broug, the 17th of Feb., 1827,  
Saviour of the poor at Neuhof,  
Enlightener of the people in Leona d and Gertrude,  
Father of the orphans at Stanz,  
Founder of the new popular school at Berthoud and Munchenbuchsee,  
Educator of humanity at Yverdon,  
Man, Christian, citizen, all for others, nothing for himself.  
May his name be blessed!

THE Art Museum in Cincinnati, to which Charles W. West gave \$150,000 on condition that the citizens raise as much more, is assured, as they have raised \$ 63 532.



## LETTERS.

To the Editor of the New York School Journal:

Mr. A. M. Kellogg: Dear Sir, about twenty years ago I was a subscriber to the *New York Teacher*, then published at Albany. I remember you as a contributor and associate editor. Can you now inform me where and for what price I can obtain copies of volumes v. and vii. of the said educational journal?

I read the JOURNAL with much profit and interest.

GEO. D. HUNT.

(The *New York Teacher*, which I assisted to edit, has been suspended for many years. It was then about as hard to get a teacher to take an educational paper as it is now. We almost begged for subscriptions. Mr. T. W. Valentine, a noble soul now dead, Mr. J. H. Bowen, a vigorous and live man in every sense of the word and the writer gave our services for nothing, and we urged teachers to aid in building up a paper for the profession. But it was uphill work. To get a dollar was like drawing a tooth. The teacher didn't care much for progress. They didn't care whether the schools were made free or not (there was a rate bill in those days), they didn't care for high schools or union schools. But what has been done! Twenty years have done something, ye croakers, and no thanks to you. Most of you do but little more than draw pay, and croak. But we have only begun to move. Education is in a very barbarous state yet.)

To the Editor of the New York School Journal:

I have suffered this year from a wire working political school man. A good position was open to me, but the opinion of this gentleman sitting in the chair of Didactics of our State Universities was of more weight than six years of careful preparation, a clear record as a student in the University and two years of successful work here under the hardest conditions. The article in Oct. No. of *TEACHERS' INSTITUTE, on Politics in Schools* is just as true of Iowa as New York. A man who honestly devotes himself to the business of teaching must bow down to some political god, or have these aspiring office seeking gentlemen his enemies. Our county superintendency in many counties in this state is a mere party play-thing, though we have some noble men and women in the office. These abuses need just such strokes as you give. Strike on till the foe is reached.

W. W. M.

(Your letter shows there is need of ACTION. Will you act? You may ask *how*? I reply get one, two, three teachers together and debate. MEET AND DEBATE. My good sir. Get the teachers together and rouse their manhood and womanhood if they have any! They will meet if they want to advance.

Politics in the schools! Why the schools are full of politics. To get to be principal in New York City, requires as much wire-pulling as it does to be nominated for Congress. This one will poll for you if you will get his daughter in for assistant; and one if you will adopt his books. The Angel Gabriel could not get a place in the New York Schools. Who is to blame? The TEACHERS. They settle down and have their profession trampled in the dust if they are only allowed the flesh pots of Egypt.

What a pity this is true. And what a pity it is so true. Ask one to attend a meeting of teachers to debate education, to take an educational paper and see whether these things are so or not.

A slave owner was once caught in a shower while traveling on his plantation and hastened to the slave hut near by. Here he found an old darkey sitting under a table, which was elevated at angle so that the rain that came in through the roof would pour off on the floor.

"Why Sambo, don't you mend the roof?"

"Cause it rain so hard Massa."

"Well, why don't you mend it when it is dry weather?"

"Oh, pshaw, Massa; it don't need it then."

This is just the logic of teachers. Wire-pulling? Yes. The teachers outside who ought to be in? Yes. Those in who should be out? Yes. Why not mend these things? "Oh, I'm soon going to get out; it will do as long as I stay. But I'm going out, you bet.")

In Central America Prof. Charnay has discovered what he terms "the Indian or Mexican Pompeii," a city buried for at least 1,000 years. A house near Tullan has been partly uncovered, and found to contain twenty-five rooms, fifteen staircases, and twelve corridors. Attached to it are two cisterns, with clay pipes, which were used to convey water to the different apartments. Some of the household utensils are of coarse clay, a few porcelain, and one article of glass. Tullan was the capital of the Toltec Empire, and it covered the site of the present town of Tulla, the spot where Mr. Charnay discovered the house.

## EDUCATIONAL MISCELLANY.

## The Female Teacher's Soliloquy.

To teach, or not to teach, that is the question;  
Whether 'tis better in the school to suffer  
The noise and bother of four dozen youngsters,  
Or to take up arms against a sea of troubles,  
And by marrying, end them? to love—to marry;  
No more school, and by marrying to say we end  
The heartache, and thousand petty troubles  
That teachers are heir to:—'tis a consummation  
Devoutly to be wished; to love—to marry;  
To marry! perchance to be miserable; ay, there's the rub;  
For in that state of wedlock what troubles may come,  
When we have shuffled off our happy girlhood,  
Must give us pause; there's the respect  
That makes teaching of so long life;  
For who would bear the anxieties of examinations,  
The scorn of Model school teachers, the carelessness of  
trustees,  
The weariness of mind and body, the criticism of inspectors  
The insolence of children, and the care  
That patient teachers with unworthy pupils take,  
When they themselves might their quietus make  
By simply marrying? Who would all this bear,  
And grunt and sweat under a weary life,  
But that the dread of misery after marriage,  
That untied state, into which, if you once enter,  
You can never return, puzzles the girls,  
And makes them rather bear the ills they have,  
Than fly to others that they know not of!

A young gentleman was passing an examination in physics. He was asked, "What planets were known to the ancients?" "Well, sir," he responded, "there were Venus and Jupiter and— (after a pause) I think the Earth; but I'm not quite certain."

## How the Child Educates Himself.

Joseph Payne, formerly Professor of the Science and Art of Education in the London College of Preceptors, observing a group of children at play, says:

What are these children doing? The air rings musically with their shouts and joyous laughter. Some are running, jumping, or bounding along, with eyes like the eagle's bent upon its prey, after the ball which a dexterous hit of the bat sent flying among them; others are bending down towards the ring filled with marbles, and endeavoring to dislodge them from their position; others are running friendly races with their hoops; others again, with arms laid across each other's shoulders are quietly walking and talking together upon some matter in which they evidently have a common interest. Their natural fun gushes out from eyes and lips. I hear what they say. It is simply expressed, amusing, generally intelligent, and often even witty. It means—

1. That there is an immense external development and expansion of energy of various kinds—physical, intellectual, and moral. Limbs, senses, lungs, tongues, minds, hearts, are all at work—all co-operating to produce the general effect.

2. That activity—doing—is the common characteristic of this development of force.

3. That spontaneity—absolute freedom from outward control—appears to be both impulse and law to the activity.

4. That the harmonious combination and interaction of spontaneity and activity constitute the happiness which is apparent. The will to do prompts the doing; the doing reacts on the will.

5. That the resulting happiness is independent of the absolute value of the exciting cause. A bit of stick, a stone, an apple, a marble, a hoop, a top, as soon as they become objects of interest, call out the activities of the whole being quite as effectually as if they were matters of the greatest intrinsic value. It is the action upon them—the doing something with them—that invests them with interest.

That this spontaneous activity generates happiness because the result is gained by the children's own efforts, without external interference. What they do themselves and for themselves, involving their own personal experience, and therefore exactly measured by their own capabilities, interests, them. When another, of trained powers, standing on a different platform of advancement, does for them, is comparatively uninteresting. If such a person, from whatever motive, interferes with their spontaneous activity, he arrests the movement of their forces, quenches their interest, at least for the moment; and they resent the interference.

But an agency which effects results like these, is an education agency, and *Play*, therefore, resolves itself into education; education which is independent of the formal teacher, which the child virtually gains for and by himself. This, then, is the outcome of all that I have observed. The child, through the spontaneous activity of all his natural forces, is really developing and strengthening them for future use; he is working out his own education.

I must continue, not supersede, the course already begun; my own course must be based upon it. I must recognize and adopt the principles involved in it, and frame my laws of action accordingly. Above all, I must not neutralize and deaden that spontaneity which is the mainspring of the machinery; I must rather encourage it, while ever opening new fields for its exercise, and giving it new directions.

I see that these children delight in movement: they are always walking or running, jumping, hopping, tossing their limbs about, and, moreover, they are pleased with rhythmical movement.

I see that they use their senses; but merely at the accidental solicitation of surrounding circumstances, and therefore imperfectly.

I see that they observe; but their observations are for the most part transitory and indefinite, and often, therefore, comparatively unfruitful.

And so in respect to other domains of that child-action which we call play, I see that I can make these domains also my own. I can convert children's activities, energies, amusements, occupations, all that goes by the name of play, into instruments for my purpose, and, therefore, transform play into work. This work will be education in the true sense of the term. The conception of it as such I have gained from the children themselves. They have taught me how I am to teach them.

## How a Child's Time is Wasted.

School committees would summarily dismiss the teacher who should have the good sense and courage to spend three days of each week with her pupils in the fields and woods, teaching them the names, peculiarities and uses of rocks, trees, plants, and flowers, and the beautiful story of the animals, birds, and insects, which fill the world with life and beauty. They will applaud her for continuing to perpetrate that undefended and indefensible outrage upon the laws of physical and intellectual life, which keeps a little child sitting in silence, in a vain attempt to hold his mind to the words of a printed page, for six hours in a day. Herod was merciful, for he finished his slaughter of the innocents in one day; but this practice kills, by the savagery of slow torture.

And what is the child directed to study? Besides the mass of words and sentences which he is compelled to memorize, not one syllable of which he understands, at eight or ten years of age he is set to work on English grammar—one of the most complex, intricate and metaphysical of studies, requiring a mind of such muscle and discipline to master it. Thus are squandered—nay, far worse than squandered—those thrice precious years, when the child is all ear and eye, when its eager spirit with insatiable curiosity, hungers and thirsts to know the why of the world and its wonderful furniture. We silence its sweet clamor, by cramming its hungry mind with words, words—empty, meaningless words. It asks for bread, and we give it a stone. It is to me a perpetual wonder that any child's love of knowledge survives the outrages of the school house.

It would be foreign to my present purpose to consider farther the subject of primary education—but it is worthy your profoundest thought, for "out of it are the issues of life." That man will be a benefactor of his race, who shall teach us how to manage rightly the first years of a child's education.—J. A. GARFIELD, *President elect*.

## Portrait of Dr. Sears.

The New England Publishing Co., of Boston, have sent us a portrait of Dr. Barnas Sears. It is as good a portrait as could be given, probably. It seems to lack the softness that was so apparent. Long study and thought concerning the highest interests of this life had imparted to his countenance that peculiar expression found only in clergymen. The portrait will remind all who see it of a good and great man who devoted himself unreservedly to the cause of education.



### Confucius.

Confucius was born in the year 551 a.c. At nineteen he married; and the next year he entered the public service, first as keeper of the stores of grain, and the next year as superintendent of the public lands. In his twenty-second year he began his labors as a teacher. He cared nothing about the fees that were paid him, but he required a proper earnestness in his pupils. If they were wanting in this he took but little interest in them. "When I have presented one corner of a subject to any one," he said, "and he can not from it learn the other three, I do not repeat my lesson." But while a teacher, he continued his character as a student. His fame increased, so that his disciples amounted to 3,000.

In the year 500 a.c., Confucius again entered public life. In that year he was made chief magistrate of the town of Chung-tou. He distinguished himself by the wisdom, vigor, and success of his public efforts. Under his administration, it is said that "dishonesty and dissoluteness were ashamed, and hid their heads. Loyalty and good faith became the characteristics of the men, and chastity and docility those of the women." He now determined to see other portions of the country, and traveled for thirteen years. When he heard that a chief to whom he was a stranger, was at a loss what to think of him, he said: "Why did you not say to him—He is simply a man who in his eager pursuit of knowledge forgets his food; who in the joy of its attainment forgets his sorrows; and who does not perceive that old age is coming on?"

Confucius at last returned to his former home. His life had not been a happy one. Upon his mind and heart rested the burden of the needs of humanity. In addition to the other evils and cares of life, old age, though he may have shut his eyes to its approaches, crept on apace, and his friends also began to fall by his side. He died a.c. 478.

He was not a teacher of religion. The name of the personal god of the Chinese does not once occur in all his writings. This is itself a remarkable fact. He did not profess to know anything about the condition of those who had passed through the gates of death, and he did not trouble himself much about it.

There are two points in particular in which the influence of his teachings have not been for good. The first is in inculcating insincerity of character. The second is in favoring private vengeance. These, however, are but spots on the sun. While Confucius thus falls far below the standard of our Christian ethics, we must remember that he was heathen in a heathen land, with no lamp for his feet except the dim light of nature and the intuitions of his own conscience. We must also remember that five hundred years before Christ taught on the hill-slopes of Judea, Confucius amid the rice-fields of China had uttered such sayings as these:

"To see what is right and not to do it, is want of courage." "What you do not want done to yourself do not do to others." "The wise are free from perplexities; the virtuous from anxiety; and the bold from fear." "If a superior man abandon virtue, how can he fulfill the requirements of that name?" "If the will be set on virtue, there will be no practice of wickedness." "A man should say: I am not concerned that I have no place; I am concerned how I may fit myself for one. I am not concerned that I am not known; I seek to be worthy to be known." "When a country is well governed, poverty and a mean condition are things to be ashamed of. When a country is ill governed, riches and honor are things to be ashamed of."—*Phrenological Journal*.

### Prussia.

That the art of teaching, as now practiced in the primary schools of Prussia, was but imperfectly understood by her schoolmasters only a quarter of century ago, and a knowledge of good methods was diffused throughout the kingdom only by the well directed efforts of the government, sustained by the self-denying and persevering labors of school officers and educators. Dinter, the School Counselor for the Empire, says: "I promised God, that would look upon every Prussian peasant child as a being who could complain of me before God, if I did not provide for him the best education, as a man and a Christian, which it was possible for me to provide." This shows the spirit with which some of the school officers of Prussia have acted. Dinter determined to reform abuses.

In his autobiography he gives some surprising specimens of gross incapacity in teachers, even subsequent to 1819.

In the examination of a school in East Prussia, which

was taught by a subaltern officer dismissed from the army, the teacher gave Dinter a specimen of his skill in the illustration of Scripture narrative. The passage was Luke vii., the miracle of raising the widow's son at Nain. "See, children (says the teacher) Nain was a great city, a beautiful city; but even in such a great, beautiful city there lived people who must die. *They brought the dead youth out.* See, children, it was the same then as it is now—dead people couldn't go alone—they had to be carried. *He that was dead began to speak.* This was a sure sign that he was alive again, for if he had continued dead he couldn't have spoken a word."

Again, a dismissed schoolmaster complained that the district was indebted to him 200705 dollars. Dinter supposed the man must be insane, and wrote to the physician of the place to inquire. The physician replied that the poor man was not insane, but only ignorant of the numeration table, writing 200 70 5 instead of 275. Dinter merely wrote, "By the help of God, the King, and good men, we shall try to make things better."

In examining candidates for the school-teacher's office, Dinter asked one where the Kingdom of Prussia was situated. He replied that he believed it was somewhere in southern part of India. He asked another the cause of the ignis-fatuus commonly called Jack-with-the-lantern. He said they were specters made by the devil. Another being asked why he wished to become a school-teacher, replied that he must get a living somehow. (This is said nowadays and in this country.)

A military man of great influence once urged Dinter to recommend a disabled soldier, in whom he was interested, as a school teacher. "I will do so," said Dinter, "if he sustains the requisite examination." "Oh," says the Colonel, "he doesn't know much about school-teaching, but he is a good, moral, steady man, and I hope you will recommend him to oblige me." "Oh, yes, Colonel, to oblige you, if you in your turn will do me a favor. 'What is it?' 'Get me appointed drum-major in your regiment. True, I can neither beat a drum, nor play a fife; but I am a good, moral, steady man as ever lived.'"

A rich landholder once said to him, "Why do you wish the peasant children to be educated? it will only make them unruly and disobedient." Dinter replied, "If the masters are wise, and the laws good, the more intelligent the people, the better they will obey."

Dinter complained that the military system of Prussia was a great hindrance to the schools. A nobleman replied that the young men enjoyed the protection of the government, and were thereby bound to defend it by arms. Dinter asked if every stick of timber in a house ought first to be used in a fire-engine, because the house was protected by the engine? or whether it would be good policy to cut down all the trees of an orchard to build a fence with, to keep the hogs from eating the fruit?

A few such men in the United States would effect a wonderful change in the general tone of our educational efforts.

### Froebel's Law of Opposites and their Reconciliation.

What, then, is the process of the human mind in reflection? The systematic process, as it is the same for all minds.

Every thought must relate to something that we know, and first of all to visible objects; we must have an object of thought. This object of thought must not only be taken in by the senses as a whole, so that a general idea of it is gained, as of a foreign plant that has been seen superficially in a picture, without the details of leaves, blossoms, stem, etc. It must be observed and studied in all its parts and details. If we want to acquire a thorough knowledge of a foreign plant we must compare all its properties with those of plants known to us. When the properties or qualities of different objects are all exactly the same we cannot compare them; if there is to be comparison, there must be a certain amount of difference, but difference, side by side with similarity. The qualities which are similar will be the universal ones, which everything possesses, as form, size, color, material, etc., for there is nothing that does not possess these qualities. The different, or contrasting qualities, will consist in variations of the universal ones of form, size, etc., as for instance round and square, great and little, hard and soft, etc. Such differences in properties that have a general resemblance are called opposites.

All such opposites, however, are at the same time con-

nected and bound together. The greatest size that we can imagine to ourselves is connected with the smallest by all the different sizes that lie between; the darkest color with all the lightest by all the intermediate shades; from an angular shape one can gradually go over to a round one through a series of modifications of form; and from hard to soft through all the different gradations. Not that one and the same object can ever be both hard or soft, dark or light, great or little, but the collective qualities of all existing objects go over from their superlative on the one side to their superlative on the other, hardest to softest, darkest to lightest, and so on.

The gradations of great and little, hard and soft, etc., which lie between the opposites, are the connecting links, or, as Froebel puts it, "the means of reconciliation of opposites" (and Froebel's system cannot be rightly understood unless this principle, which forms the basis of it, be acknowledged.) This "reconciliation" is effected through affinity of qualities. Black and white are not alike, but opposite; the darkest red, however, is in affinity with black, as the lightest red is with white, and all the different gradations of red connect together the opposites, black and white.

Now any one who has compared an unknown plant with known ones, in all the details of its different parts, leaf, flower, fruit, etc., is in a position to pass judgment on it, and to draw a conclusion as to whether it belongs to this or that known genus of plants, and what is its species. Thus the natural process of thought is as follows: perception, observation, comparison, judgment and conclusion.

Without this series of preliminary steps no thought can be worked out, and the ruling principle is the law of the reconciliation of opposites, or the finding out the like and unlike qualities of things.

It matters not how far the thinker be conscious or unconscious of the process going on in his mind. The child is entirely unconscious of it, and therefore takes longer to reach from one stage to another. At first it receives only general impressions; then perception comes in; gradually ideas begin to shape themselves in its mind, and it then learns to compare and distinguish; but judging and concluding do not begin till the third or fourth year, and then only vaguely and dimly. Nevertheless, the same systematic process is at work as in the conscious thought of the adult.—BARONESS VON BULOW.

For the NEW YORK SCHOOL JOURNAL.

### "Another Poor School this Winter."

By BUSY BEE.

These are the words a fond mother uttered to her daughter, when the father came home and brought the unwelcome news that the trustee had hired "Stupid Knowlittie, Esq." Such a look of dismay I have never seen on before any face, as I then saw on the daughter's face. Her parents poor, she is dependent upon the public schools for her education, and year after year flies swiftly along and she will soon be ushered into womanhood and all of its responsibilities without having acquired the proper education she has set her heart upon, the education that is to give her independence. But here the Trustee interferes and selects Stupid Knowlittie, Esq., for the teacher. Teacher did I say? Heaven forbid he should be called a teacher—he is any thing but what that name indicates. And add to all this, he chews tobacco, and before and after school smokes it—turning the school room into both spittoon and smoke-house.

When those words, "Another Poor School this Winter" fell upon my ear, instantly my thoughts went off in a whirl, and I found myself wondering. Why are parents so blind to their own interests and their children's greatest good? Judging from what I can see, the Knowlittie tribe is a large one. The Trustee belongs to this tribe, and he put in his cousin as teacher. What can that man do to benefit those children? He inspire and elevate? Why he—at the bottom himself. He is the one that should go to school. And he is put in as a teacher!

Is there not some good man or woman who has at least a grain of common sense and an ounce of wisdom, and tons of earnestness and fearlessness in a righteous course to go before the people and open their eyes? If the world has any such as these, let them come out, feeling sure that, thorny though the path may be, both God and man will amply reward them in the end.



## Prof. S. S. Hamill.

This gentleman who is so identified with instruction in elocution, at the West, has decided to make a trip round the world. He stopped at Denver, Col., and gave a course of lessons, which was attended by the teachers, pupils of the High School and literary people. Next he takes Golden, Greely, Evans, Cheyenne, Wyoming, Fort Collins, Salt Lake.

His work among the teachers has been most serviceable. Not only does he recite with great power, but he teaches with power also. His methods for developing the voice, his instructions in delivery, his suggestions in respect to oratory make him a man that cannot be spared from a community that desires to reach a higher point in education. As an elocutionist he has hardly an equal.

**DOES IT PAY TO EDUCATE?**—It may safely be said that there is no other instance in history of an analogous impetus to manufacture, or of an analogous economy, being the result of the brain-work of a single individual; still less is there an instance of such results being realized while the inventor was living to enjoy the fruits of his labors, as in the case of Bessemer and his steel invention. Read what a single thinking man has accomplished. Before the adoption of the Bessemer process in the production of steel the entire production of cast steel in Great Britain was only about fifty thousand tons annually, and its average price, which ranged from \$250 to \$300 per ton, was prohibitory of its use for many of the purposes to which it is now universally applied. In the year 1877, notwithstanding the depression of trade, the Bessemer steel produced in Great Britain alone amounted to 750,000 tons, or fifteen times the total of the former method of manufacture, while the selling price averaged only \$50 per ton, and the coal consumed in producing it was less by 3,500,000 tons than would have been required in order to make the same quantity of steel by the old. In this way steel has been rendered available for a vast number of purposes in which its qualities are of the greatest possible value, but from which its high price formerly excluded it. The amount of Bessemer steel manufactured in the five other countries in which the business is chiefly conducted, namely, the United States, Belgium, Germany, France, and Sweden, 1,874,278 tons, with a selling value of about £20,000,000 sterling. The works in which these operations were carried on were eighty-four in number, and represent a capital of more than three millions. The substitution of Bessemer steel for iron rails will produce a saving of expenditure during the life of one set of steel rails on all the existing lines in Great Britain of a sum of more than one hundred and seventy millions sterling.

## CITY NOTES.

**MOZART MUSICAL UNION.**—This society is composed of amateur musicians who meet every Tuesday evening for orchestral practice. The conductor is Prof. F. Fanciulli. The union desires this season to extend its scope of usefulness, and to do this requests a larger number of associate members. Persons interested in orchestral practice can obtain fuller information regarding the Mozart Musical Union by addressing W. Comerford, 244 East Thirty second street.

**ART STUDENTS' LEAGUE.**—The first of the receptions of this season given by the Art Students' League was held at their rooms, 108 Fifth avenue, Nov. 2d. Collections of studies by Samuel Colman and Arthur Quartley were exhibited, numbering over eighty pieces. Photographs of Elihu Vedder's paintings were placed on one of the walls. Mr. Vedder presented these photographs to the league; there are at least forty. These monthly gatherings are always pleasant to the students and their friends and to professional artists.

A VISIT to the studio of Mr. Henry P. Smith, 39 Union Square, shows that the eye of an artist has been looking at Nature this past summer. On his walls are many Cat-skill scenes, and they breathe the air of the mountains and bear the mists of the glorious river. Mr. Smith is very skillful in handling coast scenes, and he has chosen for the Water-Color Exhibition to take place in the winter, a scene on the Brittany shores. It has not more than three or four tones in it, and is a lovely bit of true artistic work.

The "bunting school" has nearly spent its force—red, white and blue are not needed in every picture, Nature is to be followed and not erratic tastes. Mr. Smith has a good eye, and his hand is steady and true, and he will give one who can "list to Nature's teachings" a pleasure that is second only to that that comes from the inspection of the objects themselves.

## FOR THE HOME.

## A School Quarrel.

BY JOHN R. DENNIS.

At the foot of a high hill there was a little brown house and there the boys of Mayfield went to school. It seemed that the district had spent just as little money as possible on the building; not a particle of paint had ever been put on it. A big flat stone was the door step. The entry was used for a wood-house, and I really think the building actually stood in the road where it happened to be wider than usual on account of a brook that came roaring down the hill. At all events, any one passing in a wagon, could strike the house with the lash of a long whip.

Across the fields a quarter of a mile, was a large white house and there lived Mr. Andrew Sisson—a very important character; in fact the school-house and district was named after him. I know, when I was a small boy, that I went to the "Sisson School-house." And it was a good name for it, for there were, in the winter time, eight of the Sisson family as pupils—and all were boys except Sarah. The boys were the toughest set of fellows ever seen—they cared naught for wet or cold. But Sarah was a slim, black-eyed girl and just the opposite to her brothers; her two braids of hair were black and long and always neatly braided. She was a great favorite and her brothers guarded her and watched over her enough to make all the other girls wish they had such brothers and no sisters. Sarah must have been six or seven years older than I was, yet I remember I thought she was the most wonderful and elegant of all girls whatever.

The oldest of the Sisson boys was Andrew, he only came a month or so for he was nearly as big as his father and helped on the farm; the next was Heseekiah and then Josiah and then Matthew. Perhaps Josiah was my favorite: he was a pugna-tious little chap about thirteen or fourteen years of age. As the school was a boy from over the hill named Edward Butterick and he one noon committed the crime of pulling a ribbon off of Sarah Sisson's braids. Josiah resolved to "pay him" for it; and it became secretly noised about that there would be a fight after school.

We were always told to go straight home from school and so in order not to attract Miss Foote's attention, we started off only to climb the fences and get back into a little hollow where the fight was to take place. The combatants were without coats and both were resolute.

"I am not going to be scared by you; I didn't hurt your sister, 'twas all in fun," said Edward.

"Well, you've just got to let my sister alone," said Josiah. Some of the boys tried to persuade the boys to go home, but Edwin was too proud and Josiah was too peppery; and so taunting words flew backward and forward.

"Why don't you lick me? you said you would."

"You touch me and I will; see if I don't."

"You strike me first if you dare."

"Well I dare."

And so the fight began. The bigger boys stood around and prevented any interference. Edward soon reduced Josiah into submission and after a great deal of loud talk the boys went off home.

But a quarrel was a thing the district was not going to tolerate at all. The next morning Miss Foote called up Josiah and Edward and flogged them soundly for fighting. The news of the "brush" had spread, and was greatly magnified as it went, for in the course of the day the minister came in and lectured the boys very solemnly; he made a long prayer, too, so that we began to feel that a great crime had been committed. Just before noon, two of the trustees came in and in a whisper asked Miss Foote a question.

"Yes, I have whipped them," she replied.

"But every boy who was present should be whipped also."

"Who were present?" said Miss Foote; "all stand up."

This showed that every one of the scholars except the girls were present.

A long conversation took place between the trustees and the teacher, and meanwhile we stood trembling. The idea that we should be whipped for looking on, had never entered our heads. The trustees were in favor of it but our teacher was against it,—that we could see. Probably, the task was too unpleasant—and that was what saved us; for she said,

"You may be scared."

Mr. Bibb, however, gave us a lecture on our wrong doing in looking on—declaring we were worse than the ones who fought, and at last both trustees withdrew. At noon-time the Sisson boys went home and on their return it was whispered around that Josiah had been whipped by his father. A whipping in that days meant something. Boys were beaten with heavy rods.

It was with no pleasant feelings that we left the school-room at night. It was apparent the news had gone abroad and we were pretty sure of a punishment of some kind. And so it proved. The district felt ashamed of itself, and so nearly every boy got a whipping for allowing a fight to go on

in his presence. I was too small to be dealt with in that way; but I was told I should have run to the neighbors and given information.

But this was not all. On Sunday the minister in the village church preached to the parents about the way children should be brought up and referred to the fighting in the Sisson district. This made the matter still more public. In the Sunday school it was referred to by the superintendent and I felt sorry for him for he shed tears when he said, "Two of the boys of this school have been fighting together?" Prayer was made for them, and all seemed to feel very much humiliated. Here, too, those who looked on were held up as being very depraved. My teacher was a tall, solemn man by the name of Alexander. I can see to-day his astonished look when I rose at the command of the superintendent:

"All scholars of this school who were present will stand up."

Besides this, there was a special meeting held to pray for better things. So much was said and done that Miss Foote was discharged and early in the fall a man was hired with the injunction, "Be strict with the boys." This he obeyed most carefully. Not a day passed without the detection of some misdeed and the consequent cries and tears. "I've been told to be strict with ye and I shall be," was the preface to a severe castigation.

We were glad when spring came, for Mr. Sandford was to depart. He made us a speech, bidding us good bye and asking our forgiveness if he had been too harsh (he called it "too harsh"), closing up with "I was told to be strict with ye and I have tried to be. Some say, I haven't been quite strict enough. When you grow up you will thank me for it."

It may seem queer that Edward Butterick should meddle with those black braids any more—as his first attempt created so much trouble. But when I was in college I received a letter saying "Two of your old schoolmates are to be married and who do you think?—Sarah Sisson and Edward Butterick." I was thunderstruck. How could that have come about. They say that Edward took a liking to those blackbraids about the time of the quarrel above described. Perhaps his fight about them led him to think about them. Who knows?

## A Relic of the Armada.

The people of Aberdeenshire, Scotland, have just recovered from the sea one of the guns of the Spanish Armada, in 1588 Philip II, of Spain, sent a great fleet of a hundred and thirty of the largest ships that then the world had ever seen, hope to subdue England, who could only bring thirty vessels into battle. Before they could attack a violent storm shipwrecked and scattered the Spanish fleet, and scarcely a third of it ever saw port again. Then the little English navy sailed out and fought the rest bravely, and Spain's mighty effort was a failure. "I sent my fleet to combat the English, not the elements," Philip said.

"*Aflavit Deus, et dissipavit inimici!*" was Queen Elizabeth's exclamation. There was nearly three centuries ago and now a great gun is fished up from the bottom of a little creek on the coast of Scotland, where the Spanish ship St. Catherine was wrecked. In 1855, and two guns and an anchor in 1876. But this last one is said to be much larger than any of the rest, being eighteen feet long, and made of malleable iron. It is not corroded, though so long in the water.

The gun is mounted on an embankment, near where it was found, and England may proudly remember, at the sight of the trophy, that he who commands the winds and the waves fought her enemy for her.

## Almost Young Again.

My mother was afflicted a long time with Neuralgia and a dull, heavy inactive condition of the whole system; headache, nervous prostration, and was almost helpless. No physicians or medicines did her anygood. Three months ago she began to use Hop Bitters, with such good effect that she seems and feels young again, although over 70 years old. We think there is no other medicine fit to use in the family."—A lady in Providence, R. I.—*Journal*.

**THE TAPE-WORM.**—Measles in the hog is the encysted stage of the *Tania Solium*. Measly flesh being eaten, the cysts, which consist of the future head of the future animal, inverted, escape from the sacs within the stomach, unless previously destroyed by cooking, and attach themselves by their armed heads to the intestinal walls. From this head are developed, one after another, the joints which make up the body of the tape-worm. The first formed, or eldest joints, when sexually mature, escape from the intestinal canal, and, being eaten by swine, the ova they contain are set free. During digestion the egg shells are dissolved, and the minute embryos find their way into the tissues again, forming measly pork. In this stage the tape-worm is called *Oystercoccus cellulose*.—*American Naturalist*.

HOSFORD'S ACID PHOSPHATE relieves mental and physical exhaustion, and gives vigor and renewed strength to the human system when weakened by overwork.



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Publishers will favor themselves and us by always giving prices of books.

**A DAY OF FATE.** By E. P. Roe. New York: Dodd, Mead & Co. Price \$1.50.

Mr. Roe has made a name as a novel writer of the present time, and his "Barriers Burned Away," "Face Illumined," "Near to Nature's Heart," "Knight of the 19th Century," and "Opening a Chestnut Burr," have had enormous sales. Of these we will not speak. "A Day of Fate," without Mr. Roe's name to it, would, we think, be a failure. But twenty thousand copies have been ordered in advance of its publication, and this is a weighty fact. The *Christian Union* published it recently as a serial, and speaks highly of it.

## MAGAZINES.

The author of "The Ceramic Art," Jennie J. Young, contributes an article on "The Arts of India," to the November *Lippincott's*. Mr. W. H. Rideing, writes upon an interesting theme—"The Practical History of a Play." Mrs. Julia C. R. Dorr, has a poem. The list of authors in this number is a good one, embracing some of our best magazinists.

"The Island of Dominica," by F. M. Endlich, is the first paper in the *American Naturalist* for November. The "general notes" are very full and cover botany, zoology, anthropology, geology, geography, and microscopy.

*Good Times* for October is filled with dialogues, recitations, etc., enough to occasion a number of "good times" in school and out.

Of the many aids published to assist the new move for supplementary reading, none are so charming for primary pupils as the *Little Folks' Reader*, which comes from Boston, D. Lothrop & Co., monthly. It is seventy-five cents a year, and its first volume is almost complete.

In the *Phrenological Journal* (November), "Five Great Men in Science," are discussed, phrenologically, also Celia Thaxter, and the late Sanford R. Griford.

*Stoddard's Review* for November, contains articles on "Engraved Gems," by Thomas Janvier, "The Textile Industries in their Social Relations," an Eastern statesman's account of "The Impending Crisis in Turkey," reprinted from the *Contemporary Review*, and "The Impediment to International Copyright."

The first number of the *Chatauquan* has been issued at Jamestown, N. Y., by Theodore L. Flood. It is a monthly magazine devoted to the promotion of true culture and is the organ of the C.L.S.C. This paper will make the plans of this estimable society better and more widely known. The C.L.S.C. has awakened a great deal of interesting home study.

## NEW MUSIC.

The musical contents of Brainard's *Musical World* are very well adapted for the family circle. The October number gives an arrangement of the "Boccaccio March," a song and chorus, "Sweet Susie Gray," a short galop and waltz, Sullivan's "Let me dream again," for violin and piano, and another song.

Kunkel's *Musical Review* for October furnishes two pieces of music for the advanced player and singer, "William Tell," fantasia by Jean Paul, and "The Stolen Kiss," song, by M. I. Epstein.

The *Musical Visitor* has lately introduced in its pages easy arrangements of the most popular pieces. In the October number,

Kathleen Mavourneen and L'Arditi waltz are thus given. Besides these there are two songs and an Impromptu by E. B. Phelps.

## PAMPHLETS.

The Report of the Proceedings of the Thirty-fifth annual session of the New York State Teachers' Association held at Canandaigua July, 1880. Syracuse, N.Y. C. W. Bardeen & Co.—The Naturalist on the River Amazon. A record of adventures, habits of animals, sketches of Brazilian and Indian life, and aspects of nature under the equator, during eleven years of travel. By Henry Walter Bates, F.L.S. New York: J. Fitzgerald & Co. Price fifteen cents.—The New Guide to Rose Culture. West Grove, Penn.: Dingee & Conard Co.—Report to the County Board of Education and Manual of Instruction. Evansville, Ind.

A CATALOGUE OF PUBLICATIONS: John Wiley & Sons.

This firm, as seen by this list, publish many very valuable works on Agriculture, Astronomy, Drawing and Painting, Engineering, etc. It can be affirmed that every one of their books has a positive value. Ruskin, Bourne, Dana, Downing, Mahan, Muspratt, Weisbach, are only a part of the great names which are found in the list. Besides, this firm deal exclusively in Bibles, especially Bagster's. It is a pleasure to look over the valuable volumes on their shelves.

## GENERAL NOTES.

The New Testament Revised, will be sent here from London by the first of the year 1881.

Houghton, Mifflin & Co's., late publication of Longfellow's "Ultima Thule," is receiving hearty praise from the press.

## YOUNG'S ANALYTICAL CONCORDANCE.

Messrs. I. K. Funk & Co. are offering a new and revised edition of this valuable work made by the publishers in Edinburgh. The publishers, George Adam, Young & Co., say that a publishing firm in America, without making the slightest effort to obtain the concurrence of either the author or the publishers, are attempting to foist upon the community an unrevised and imperfect edition of the "Concordance," who, when written to on the subject, replied that they did not want or care for their concurrence, and ended by generously offering to take copies, if supplied at a lower price than they themselves could produce them!

"Dr. Robert Young is not only the author, he is also the sole proprietor of the work which cost him thousands of pounds sterling in the printing, besides three years of labor night and day in carrying it through the press.

"In the view of these facts we cannot but trust that every right and honorable minded Christian man and woman in the United States will prefer to all others the beautifully printed and carefully revised edition which is now offered at the price of paper and presswork, and will send at once their order to I. K. Funk & Co., New York."

This imported authorized edition costs 15 cents more than the unauthorized American reprint unbound. The cost of the imported cloth bound, postage paid, is \$3.65; the cost of the reprint unbound, postage paid, is \$3.50—a difference of but 15 cents. But the imported edition is from the original plates and on better paper and of clearer typography and remunerates the author.

If a coarse, thin paper were used, Messrs. Young & Co. could put the price at one-half less; but in a book where the type is necessarily small and where many Hebrew letters with vowel-points are employed, coarse, thin paper and bad presswork must

be avoided. Such defects may be passable in other books, but not in a book of this kind. A slight speck or blemish may change a Hebrew word. Then the most eminent oculists declare that poor typography is the cause of more diseases of the eye than all other causes combined.

**A SUBMARINE VOLCANO.**—Commander Huntington of the United States steamer Alert, in a report to the Navy department, says that while on a surveying cruise in the Pacific, south of Fortsizio and Boivin Islands, on approaching the Island of San Alessandro, his attention was called to the strange appearance of the water apparently ten miles distant. A volume of vapor was rising as though some vessel were blowing off steam. This was followed by the upheaval of an immense black mass. As the ship approached the submarine volcano the black masses thrown up were distinguished as mud and ashes. The upheavals were accompanied by dull reports like those from submarine mines and by the odor of sulphur. Several days were spent in making a reconnaissance. Commander Huntington says he did not think it prudent to approach the volcano in the Alert, but a boat was lowered and pulled within one hundred yards of it. A reef or island is in process of formation. Soundings were obtained in from five to twenty-nine fathoms. The water was full of ashes and mud, and some of this and one specimen of the bottom were brought on board.

**CAPTAIN EAD'S SHIP RAILWAY.**—The *Scientific American* of last week contains two full page illustrations of Captain Eads' proposed railway for transporting ships with their cargo across continents. Captain Eads claims by his plan to be able to take loaded ships of the largest tonnage from one ocean to the other across the Isthmus of Panama, as readily as can be done by a canal after the Lessep plan, and at a much less cost for engineering construction. The project is certainly bold and ingenious, and the projector anticipates no serious difficulties in carrying forward his enterprise. The engravings referred to in the *Scientific American* show the proposed construction of not only the railroad, but the appliances for transferring the ships from the water to the rail.

While referring to this paper we may as well add that it is a most admirable paper for the teacher. During the year more than fifty of the most important industries of our country have been illustrated, and the processes of different manufactures described in its columns. It has been published for more than thirty-four years by Munn & Co., 87 Park Row, N. Y., and has attained a larger weekly circulation than all similar papers published in the country.

**RAILWAY ACROSS THE SAHARA.**—The Minister of Public Works of France lately presented the report of the committee appointed to consider the project for uniting Algeria with the Niger by an unbroken line of railroad 1,200 miles in length. The general statement of the committee was to the effect that there exists in Soudan a large population, a fertile soil, and natural riches which are uncultivated. The President of the Republic has appointed a commission, with power to appoint surveys to be made, and to institute such exploring expeditions as are found to be necessary to decide as to the practicability of constructing the proposed railroad. Those interested in the scheme are of opinion that the Sahara itself will not form so serious an obstacle as has been supposed, and that it will be possible to obtain water by sinking wells in many parts of the desert districts.

## Watch the Planets.

Mercury, during November, will be seen soon after sunset in the early part of the month—it sets an hour after the sun. It will be near the moon on the morning of Nov. 4. It is approaching the sun and as his movement is rapid cannot be seen after the middle of the month.

Venus is brilliant all this month. The moon is near it on the 4th. Mars will not be seen until late in the month; it rises before the sun. Jupiter and Saturn are very conspicuous.

Uranus rises about 2 A. M.

Neptune is on the meridian at midnight, but needs a good telescope to render it visible.

The twinkling of the stars is caused by the moisture in the upper air. If the twinkling is very pronounced it indicates either commotion in the upper regions of the atmosphere or a sudden fall of temperature then—thus denoting the early appearance of bad weather. The stars thus become to sailors quite a barometer.

## Goldlocks.

Mrs. A. Elmore, the popular song writer has just published a beautiful song called "Goldlocks." The words are very beautiful, for Mrs. Elmore writes charming poetry. The description of "Grandpa's Darling" will answer for thousands of homes where the children are playing. No one can read it without wishing every such child a happy future—bright skies and loving arms. The music accompanies the words in very good taste, and will please all classes of hearers. The price is 35 cents, but orders addressed to us will be filled at 20 cents, postpaid, to all subscribers of our papers.

## A Motto for a Boy.

One of the professors of Yale College, whose pleasant face and gentlemanly manner give additional value to his words, said recently to us, "Give your boy this motto, that which the Earl of Strafford, under Charles II., took for his own, 'Thorough—thorough.' Whatever you do it so thoroughly as to be able to teach it. It is an essential in business, in college, in everything." To a boy who sat near, the professor said, "Make yourself indispensable wherever you are. If in a newspaper office, do the work so well that it will be difficult to fill your place. Be so ready, so accurate, so capable, so pleasant, that your employers cannot get along without you." And these suggestions hold good everywhere.

**TAR AND TURPENTINE.**—The pine tree is tapped and from it exudes a gum (the pine gum the boy chews with so much pleasure and which is used for cuts, etc.) This is distilled in copper stills and the product is first pyroligneous acid and methylic alcohol—this is called low wine. Then water is let in and water and oil of turpentine come over. What is left is rosin. Tar is made by piling pine wood together and covering it with earth and setting it on fire. It is really the rosin mixed with smoke. This tar is distilled and it yields pyroligneous acid, water, naphtha and oil of tar. Pitch is left.

**VINEGAR.**—To test if sulphuric acid is present (for it is often adulterated) pour some of the vinegar into a small test tube, and add some chlorate or acetate of barium. If there is a white precipitate then there is sulphuric acid present. If it is only slightly turbid, this is caused by the lime or sulphate of lime in the water.

ENGLAND sends thirty millions of telegraph dispatches every year. There are 20,000 telegraphic stations in Europe, 500 in Asia, 800 in Australia. Now how many are there in America?



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**THE VALUE OF A BIBLE.**—There are many estates in every land that go finally to the government because there are no heirs or they disappear. Many heirs to great estates come to this country and are lost. In the papers is a reward of \$500 for the recovery of an old family Bible, which is supposed to contain evidence on the fly-leaf which would enable the heirs of a certain woman to establish their claim to an English estate of 100,000,000 dollars. The dates of marriages, births and deaths are kept in many families in Bibles, hence the desire to find this one. If the record contains evidence competent and necessary to make out the case, the heirs could afford to pay fifty millions for it. It is said that this family Bible is probably hidden away in some old attic in Eastern Connecticut. Who will find it?

## Get out Doors.

The close confinement of all factory work, gives the operatives pallid faces, poor appetite, languid, miserable feelings, poor blood, inactive liver, kidneys and urinary troubles, and all the physicians and medicine in the world cannot help them unless they get out of doors or use Hop Bitters, the purest and best remedy, especially for such cases, having abundance of health, sunshine and rosy cheeks in them. They cost but a trifle. See another column.—*Christian Recorder.*

**A QUEER FEAST.**—In the days of Queen Elizabeth queer things were done. We read, for instance, of a feast prepared for Christmas celebration, which began at eleven o'clock before noon, and continued till five in the afternoon. The first course was nothing but boiled meats, "most excellent and dainty," says the old writer. In the second course were "all roasted meats that could be thought of, pigs served in on their feet, and wild fowl, part in feathers." In the third course were "all kind of baked meats, as fowls in pies with their heads and tails unplucked." The fourth and last course was a "a rare banquet of incredible workmanship, as a castle of crystal [founded upon a rock of pearl, about the which flowed crystal streams, in which were fowls, fishes, and fields with beasts of all kinds. On the top of the castle was a fair virgin lady leaning and looking very wonderfully wrought." Of course this last was a confectionery and pastry of some kind.

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